

Carpenters Primary School

Friendship Way, Stratford, E15 2JQ

Inspection dates 9–10 January 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Achievement is not good enough over time, particularly in mathematics and in Key Stage 2. Pupils have not made enough progress because targets have not been ambitious enough in the past.
- Teaching is not yet consistently good in all year groups. The work set is sometimes too easy or too difficult and this limits the pace of learning in lessons.
- Teaching does not challenge the more able pupils enough.
- Teachers do not always use opportunities across the curriculum to give pupils precise guidance about developing writing skills.
- Work is regularly marked but not always in sufficient detail to give pupils clear ideas about the steps necessary to reach the next level.

The school has the following strengths

- In the Early Years Foundation Stage, children make good progress across all areas of learning as a result of good teaching.
- Progress in Key Stage 1, particularly in reading and writing, has also improved because the teaching of phonics (the linking of sounds and letters) is well focused.
- Behaviour is good. Pupils enjoy school and their families are confident that they are happy and feel safe.
- Spiritual, moral, social and cultural opportunities are strong and, as a result, pupils develop as well-rounded individuals.
- School leaders have made a strong impact in a short time on the performance of pupils in the earlier years of Key Stage 2. They have set targets for more rapid pupil progress in all Key Stage 2 year groups.

Information about this inspection

- Inspectors observed 23 lessons or parts of lessons taught by 16 teachers. Additional activities included observations at breakfast club, lunchtime and an assembly.
- Three lessons were observed jointly with the headteacher as well as a series of short visits to classes to review the arrangements for pupils at an early stage of speaking English as an additional language. An inspector also made visits with the assistant headteacher to a series of parts of lessons to observe the challenges set for more-able pupils. The deputy headteacher joined an inspector in reviewing the work and marking in pupils' books.
- Meetings were held with groups of pupils, representatives of the governing body, school leaders and subject leaders. A telephone discussion was held with a representative of the local authority.
- The inspectors took account of the 37 responses to the online questionnaire (Parent View) as well as views communicated during discussions with parents and two telephone calls received during the inspection. The views of the staff were gathered through meetings and 45 staff questionnaires.
- The inspectors listened to pupils read and examined the work in pupils' books.
- The school's own attainment records for the current as well as previous academic years were checked in addition to published information on pupil achievement. Planning and monitoring documents, records relating to pupil safety and welfare, including the school's single central record of checks on staff, and attendance records were also examined.

Inspection team

Patricia MacLachlan, Lead inspector	Additional inspector
Marion Hunter	Additional inspector
Bryan Meyer	Additional inspector

Full report

Information about this school

- Carpenters Primary School is larger than the average-sized primary school. The Early Years Foundation Stage is provided in a Nursery and two Reception classes.
- The proportion of pupils eligible for support from the pupil premium (extra money provided by the government for pupils, including those eligible for free school meals) is well above the national average.
- The majority of pupils are of ethnic minority heritage, with large proportions of Bangladeshi, African and Other White heritage groups. The proportion of pupils who speak English as an additional language is much higher than the national average.
- The proportion of disabled pupils and those who have special educational needs supported at school action is in line with the national average. The proportion supported through a statement or school action plus is above the national average.
- The school meets the current floor standards, which are the standards for attainment expected by the government.
- The school, since the last inspection, has experienced some changes of senior staff. The headteacher and deputy headteacher were appointed since the last inspection. Senior leaders and the Early Years Foundation Stage leader are newly appointed this academic year. A National Leader of Education from Kaizen Primary School supports the school.

What does the school need to do to improve further?

- Improve teaching so that all is good or better by:
 - providing more challenging work, particularly for the most able, to encourage them to think more deeply and explain their answers in more detail
 - giving pupils more opportunities in subjects other than English to write extensive and high quality answers and helping them to check how these meet their personal literacy targets
 - making sure that marking is consistent across all years and subjects.
- Improve achievement by continuing to set and check challenging targets for all pupils so that, from their different starting points, they make good progress, particularly in mathematics and in all Key Stage 2 year groups.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement is not good because it is inconsistent across different year groups. Progress in mathematics in Years 4 to 6 is less strong than in reading and writing. Attainment and progress in reading and writing by the end of Year 6 have fluctuated in recent years. This is because until recently, targets for pupils' progress were not sufficiently ambitious.
- In Key Stage 1, however, pupils are now making more rapid progress. In 2013 they attained markedly better levels of attainment than previously in reading, writing and mathematics. Current progress information about Years 1 to 3 suggests that this improvement is being sustained. The proportion that attained the expected standard in the Year 1 phonics check is in line with the national average.
- Systems for checking how accurate teachers' assessments have been improved. Progress information on all pupils is now checked regularly by the headteacher and her leadership team. They ensure additional support is provided for any pupils who are falling behind.
- Achievement in the Early Years Foundation Stage is good. Most children join the school with abilities that are well below those that would normally be expected. With carefully planned teaching, they leave the Reception classes with levels of communication, language and literacy skills that are approaching, or in line with, the national average.
- The extra money provided under the pupil premium initiative is used for a range of 'booster' sessions for eligible pupils. As a result, at the end of Year 6, there is no difference in the attainment of these pupils and their classmates in both English and mathematics. In other years, these pupils are currently no more than six months behind their peers in mathematics and writing.
- Disabled pupils and those who have special educational needs and those who speak English as an additional language make broadly the same progress as their classmates. This is because the systems for checking their support and progress have been improved.

The quality of teaching

requires improvement

- Teaching requires improvement because it has not been consistently good over time, especially in mathematics and in Key Stage 2.
- The school's own evaluation of the quality of teaching shows that in the past, some has had a negative impact on pupil performance. Teaching has now improved, as a result of good leadership and management. Much of the teaching that was seen during the inspection was good. This is improving pupils' achievement, but pupils are not yet making good progress over time in all years and subjects.
- When lessons are well planned and interesting, most pupils are fully engaged. For example, in a Year 6 lesson pupils were focused because they had been grouped on the basis of their understanding of the previous day's work. They were given a limited time to discuss tasks that required them to apply their knowledge of shapes to edit and check the accuracy of their answers. Skilful teacher questioning enabled pupils to improve their understanding. However, not all teachers question so effectively and some pupils, consequently, do not make the progress of which they are capable.
- Teachers ensure that pupils who find the work difficult have skilful and well-focused support in class to help them make progress. However, for the more able pupils who are capable of making faster progress, tasks are not always hard enough. They are not linked precisely enough to the criteria for higher attainment levels. This hinders their progress.
- Marking is now thorough, with some useful written advice from teachers in pupils' 'golden books'. However, some pupils do not follow up their teachers' suggestions. Others need more guidance in all subjects about how to improve their work properly.
- Teaching in the Early Years Foundation Stage is good. Adults skilfully exploit the children's

interests in the outdoor area. They pose stimulating questions to encourage the children's use of vocabulary and observation of numbers and volumes. Their tracking of the children's responses, using electronic tablets, helps adults to focus very precisely upon additional questions that support rapid progress.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. They want to live up to their teachers' expectations. They value the recognition and rewards that come from behaving well. Pupils of all ages work cooperatively with each other. Behaviour is good rather than outstanding because pupils' attitudes to learning are not exemplary across all classes.
- Well-mannered, courteous behaviour is typical because the pupils want to live up to the school's values of polite and respectful conduct. This is exemplified in their 'Respect' code that values responsible, excellent, sharing, polite, encouraging, communicative and truthful behaviour.
- The school's work to keep pupils safe and secure is good. Pupils have a good awareness of personal safety, including cyber safety and road safety, because it is covered well in lessons and assemblies.
- Pupils feel well looked after by the adults around them. Pupils understand what bullying means, believe that the number of incidents is small. They speak of the ways in which help from adults is forthcoming if there is any unkind behaviour.
- A good range of well-attended sports clubs, including 'zumba', 'judo' and 'boxercise', helps to promote a healthy lifestyle.
- Attendance has improved and is now in line with the national average. Effective strategies are persistently used to reduce absences in families that find it difficult to maintain good attendance.
- Parents who responded to Parent View believe that the school provides a safe and caring environment, and inspectors agree. Pupils enjoy coming to school and are very pleased with the activities and clubs that are provided for them.

The leadership and management are good

- Leadership and management are good because rapid improvements have been made in the two years since the headteacher took up her post. She has established her new leadership team that has secured rapid improvements in the outcomes for Key Stage 1 pupils in 2013. Their good progress has been sustained into the current Year 3. Leaders have set more ambitious targets this year for all pupils, extending beyond the previously exclusive focus on Year 6. It is too early to judge if leaders have fully reversed weaknesses in achievement in the upper years of Key Stage 2. This strongly illustrates the school's capacity to improve.
- The energetic headteacher and her newly extended senior leadership team have begun to raise the standard of teaching. This has had some recent and positive impact on pupils' progress. The management of staff performance makes sure that only those teachers who meet required standards move up the salary scale. School leaders have not shied away from difficult conversations about teaching performance when necessary.
- Subject leaders have been instrumental in improvements by analysing pupils' performance and checking their books. They are helping colleagues to increase their expertise in assessment. The Early Years Foundation Stage leader and the special educational needs coordinator are also making a strong contribution by developing clear and rigorous systems of assessment.
- The school's self-evaluation shows that leaders have accurately identified the areas requiring development. Staff are overwhelmingly supportive of the drive for improvement.
- Strong encouragement of spiritual, moral, social and cultural development is planned within the curriculum. Pupils have time for reflection in assemblies and express moral viewpoints in their contributions to social education lessons. Opportunities to participate in workshops with leading

sportspeople, perform in theatrical events and take part in competitions at the 'Olympic Copper Box' widen cultural horizons. The good range of well-attended clubs and eagerly anticipated residential visits build social confidence.

- Management of the Early Years Foundation Stage shows a good understanding of and support for progress at this age. Arrangements for transition from home to school are sensitively handled, with a daily arrangement on arrival for parents to read with their children.
 - Safeguarding systems meet statutory requirements and very detailed policies are systematically reviewed. Leaders promote equal opportunities and are assiduous in tackling any discrimination that may arise.
 - The additional government sports funding has been used to improve teachers' skills in partnership with specialists from a local secondary school as well as employing lunchtime playleaders this year. As a result, more pupils are taking part in interschool competitions and an increased number of clubs.
 - The local authority assists the school's drive for improvement by linking the headteacher with a locally based national leader of education from Kaizen Primary School. They work together to share lesson observations and check the school's progress towards improvement targets. The school's membership of the Tollgate teaching alliance is also supported by the local authority.
 - **The governance of the school**
 - The committed governing body has an understanding of how pupils are performing compared with national standards from using the data dashboard reports. It has organised training from the local authority in tracking pupil progress in the school compared with national figures. They make regular visits to the school to satisfy themselves that reported improvements are borne out. Governors understand the link between teachers' pay progression and their pupils' progress because they have revised the appraisal policy and receive summaries of teachers' performance from the headteacher. Checks are made that the pupil premium funds are spent on the intended groups because the school leadership reports on the impact on attainment made by the funds. Oversight of safeguarding is systematic. The governing body takes a strategic role by checking the school development plans drawn up by the headteacher and arranging an annual conference to discuss key issues with the leadership team.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	102712
Local authority	Newham
Inspection number	432361

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	480
Appropriate authority	The governing body
Chair	Helen Mason
Headteacher	Diane Barrick
Date of previous school inspection	3–4 October 2010
Telephone number	020 8534 4759
Fax number	020 7345 1807
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